DOCUMENT RESUME

ED 037 381 SP 003 593

TITLE	International Priorities for Teacher Education. World Assembly 1969.
INSTITUTION	International Council on Education for Teaching, Washington, D.C.
PUB DATE	69
NOTE	29p.
AVAILABLE FROM	International Ccuncil on Education for Teaching, 1 Dupont Circle, N.W., Washington, D.C. ($1.00)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Educational Problems, International Organizations, International Programs, *Objectives, *Teacher Education, World Problems
IDENTIFIERS	India, Puerto Rico, Thailand, West Indies, World

ABSTRACT

Four papers are included in this pamphlet, the proceedings of the World Assembly at Abidjan, Ivory Coast. The keynote address, "A Turning Point in History" by Jaime Benitez, President of the University of Puerto Rico, discusses the Apollo 11 moon landing as an object lesson on values with international implications for shifting educational approaches. He further explores the Puerto Rican experience as representative of international tensions between education and politics. "Rural Teacher Education in Thailand" by Bhunthin Attagara, Director of Teacher Training, Ministry of Education, Bangkok, is a description of the Rural Teacher Education Prcject launched in 1956 and now involving 25 teacher training schools and colleges and 190 cooperating rural elementary schools in a program which includes community development work as well as student teaching in the village schools. Mavis Burke of the University of the West Indies discusses the need for international agency cooperative efforts in teacher education and suggests five priorities which would form the basis of such an agency's role. In "The Indian Association of Teacher Educators," Dr. S.N. Mukerji, Principal of Vidya Bhawan Teachers College in Udaipur, India, analyzes the problems in Indian education and the challenges they represent with reference to the Association's role. Included also is the "Constitution of the International Council on Education for Teaching" as amended by the 1969 Representative Assembly. (JS)

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICRO-FICHE REPRODUCTION ONLY.

ED037381

WORLD ASSEMBLY 1969

ICET

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INTERNATIONAL PRIORITIES FOR TEACHER EDUCATION

SP003593

INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING
One Dupont Circle, Washington, D. C. 20036 / USA
an international member of the
World Confederation of Organizations of the Teaching Profession

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

OFFICERS

PRESIDENT
David J. Johnston
University of London
Institute of Education
London, W.C. 1, England

EXECUTIVE COMMITTEE
W. Senteza Kajubi
Director, Institute of Education
Makerere University College
Kampala, Uganda
S. N. Mukerji
Vidya Bhawan Teachers College
Udaipur, Rajasthan
India

FIRST VICE-PRESIDENT
Francis N. Hamblin
Academic Vice-President
Northern Arizona University
Flagstaff, Arizona 86001, USA

Maria Marta Pajuelo
Director of Teacher Education
Ministry of Education
Lima, Perú

SECOND VICE-PRESIDENT
Bhunthin Attagara
Director of Teacher Education
Department of Teacher Training
Ministry of Education
Bangkok, Thailand

Aubrey Phillips
University of West Indies
Mona, Kingston
Jamaica

R. Borge Svensson
Rector, Larartogskolan
Ovre Husargatan 34
Goteborg, S.V., Sweden

SECRETARIAT

EXECUTIVE DIRECTOR
Frank Klassen
ICET
1 Dupont Circle
Washington, D. C. 20036, USA

ADMINISTRATIVE ASSISTANT
Claudia B. A. Nevins

Price $1.00

ED037381

CONTENTS

From the President's Pen ..... David J. Johnston

A Turning Point in History ..... Jaime Benítez 1

Rural Teacher Education in Thailand ..... Bhunthin Attagara 6

Priorities for Teacher Education and International Cooperation—
A Caribbean Viewpoint ..... Mavis Burke 10

The Indian Association of Teacher Educators ..... S. N. Mukerji 16

News and Notes 22

Constitution of the International Council on Education for Teaching
as Amended by the Representative Assembly, July 29, 1969 24

From the President's Pen

After 16 years of maintaining a holding operation for those engaged in the preparation of the world's teachers, ICET burgeoned into a successful conference at Abidjan.

Much of the energy and almost all the resources for the considerable effort made in the past year have come from the splendidly committed support of our colleagues in the American Association of Colleges for Teacher Education. We are, however, reaching a position when all of us engaged in the education of teachers must accept more collective and personal responsibility for sustaining in the right places the international message which is ours alone to offer. As these proceedings will indicate in the Keynote Address of President Jaime Benítez, we are conscious both of the immense technological progress that a moonlanding demonstrates to the whole world and of the gradual shrinking of our own planet in terms of opportunities for intercommunication and exchange of experiences. After nearly thirty years of professional engagement in teacher education and in in-service developments I am now personally convinced as never before that our relatively small organisation, the International Council on Education for Teaching, must meet the challenge presented to it both by technological progress and by the new international immediacy. These Abidjan proceedings show the extent to which it is possible to bridge enormous distances and bring together colleagues from very varied educational, social, political, and ethnic backgrounds.

It rests with us to go to it to make 1970 and 1971 years of greater growth and closer development.

David J. Johnston
President

A Turning Point in History

JAIME BENÍTEZ

President, The University of Puerto Rico

What I have to say about teaching in a changing and revolutionary world can best be focused in the light of the latest achievement of science and technology, that source of change and revolutions, whose might can serve equally well to advance and to destroy mankind. Sending two men to the moon, leaving their imprint there and bringing them back with a handful of secret clues as to the past and to the future is a glorious achievement.

It may well become a turning point in human history. A turning point indeed; but we must ask, which way? Perhaps in ways as yet unknown; not necessarily in any preestablished way; probably in diverse ways; hopefully in new human ways.

Like millions throughout the world I sat with my family on the night of July 20th before the television set, praying, fearing, hoping, doubting as one astronaut, then the other, fumbled with hesitant footing upon the unknown substance whose mysteries they were about to intrude. I felt then the awesome nature of the enterprise; its profound identity with the human quest; the power, the glory and the miseries of existence; our own frailty, the uncertainties of the human destiny; the boundless possibilities of the years ahead.

An Object Lesson on Values

The real significance of this event is not its conquest of space or its deterrent effect or its scientific value, but the fact that for one tense moment Apollo 11 held mankind together. It lifted our hearts beyond our grievances, differences, hostilities. It linked us all in a common bond of solidarity; the solidarity of men calling to whatever gods may be for the survival of two of their own, who, in the jaws of death symbolized humanity. I believed that for the 600,000,000 watchers what mattered most was not the triumph of technology, but its compatibility with and its subordination to human survival.

In the great gamble of our age concerning the future of technology and the future of man, we are on the side of man. His survival, his well being, his dignity, his advancement, his possibilities must stand foremost in our purposes and in our priorities. That was the object lesson which technology unwittingly brought home to all. It is a lesson to be learned and to be taught over and over in different ways until it becomes part of our daily attitudes.

It is only poetic justice that Apollo 11 should provide a tacit, universal plebiscite favoring human over mechanical values; a plebiscite not in the minds but in the hearts of men where the bulwarks of understanding and of peace must be established.

I underscore this point because one of the main sources of present social unrest comes from the irritation aroused by the unilateral triumph of a technology which touches upon every phase of existence and which threatens to make robots of us all. From the relation of man to man, to the earth, the cloud, the sea, the tree, spring his song, his poetry, his sense of beauty, of love, of eternity. Automation, computers, industrial and social mechanization,

slogans, ready-made thinking, stimulants, barbiturates, and biochemistry are inevitable, and in many cases useful realities. But they cannot and should not become the ruling forces in our lives.

We must find many other ways to make man and technology compatible, keeping both, but inverting the terms, that is to say, achieving a functional hierarchy within which the human being and his values take preeminence over his tools, his structures, his drugs and his establishments. Those of us who have not achieved the precarious stages of over-development are duty bound to incorporate in our programs the attitudes, knowledges and techniques essential to augment social wealth, wipe out destitution, eliminate illiteracy, achieve domestic prosperity.

To these purposes teachers, schools, training centers, wide new ranges of opportunities are indispensable. Education in schools or universities is not a cure-all for the ills of any society. But in developing societies and I would say in any society, education is a *conditio sine qua non* to social justice.

At the same time we must know, identify and avoid the mistakes and pitfalls of those who have gone first. This we must do not out of hostility, resentment or derision but in self defense and out of the responsibility not to duplicate but to improve. There are many forms and ways of leadership in all fields of human relations, education very much included waiting to be exploded and to be created.

On Shifting Educational Approaches

The crisis in education is a dual one; that which forms part of the greatest problem of the world in which it exists, and that which comes from the insufficiency of its own inherent suppositions. Thus, for example, one of the basic tasks ahead of education, and not merely university education, but the entire educational field, consists in resolutely broadening the scope of our formative concern. We must imbue it with a character that leads not only to a better cultivation of the faculties of thinking, distinguishing, reasoning, but also that of feeling, appreciating, enjoying knowledge, beauty, association with our fellow men, the sense of justice and human equality. In our present day, man needs, perhaps more than ever before, a new capacity for seeing and admiring.

To feel the emotion of beauty, truth, good, justice, has been since Plato man's greatest privilege. The basic task of education consists in helping to give us access to these great and noble emotions. The chief problem consists in how to make the breakthrough to establish better communication between man and his fellow-man, between man and his medium, between man and himself. Only rarely do we feel these great emotions. But when it happens it is like a flash of light, of grace, which floods, clarifies and ennobles our spirit.

There are many skills and much knowledge that must be taught, but it would be wise to shift the emphasis as soon as possible, so that the pupil is more and more—the one who learns—instead of finding himself in the position, as has been the tendency in the past, of—the one who is taught.

If education is acquired preeminently by means of learning, and the role of the student is conceived as an active rather than a passive one, it is imperative at the same time to revise the function corresponding to the teacher. The task of supplying information and making sure that this is acquired by the student will cease to be his chief role. This relatively thankless task, will

become, as so many other tasks should sooner or later, the function of machines. There are already sufficient mechanical instruments better fitted than any human being, to care for and facilitate the acquisition of necessary skills in languages, matehmatics, and to provide accumulable data and information.

It is the teacher's duty now to assume a much more human, much more important tasks—that of working with the student, examining and analyzing together ideas and facts, seeking the solution to problems jointly, neither of the two expounding answers, but questioning the problems. Obviously to be able to do this, the systems of education, from elementary school to university, must be less rigid and conventional than they have been up to now. One must give free rein to the creativity of our teachers to take into account individual differences, to recognize that in the intellectual development of man there are no fixed stages or norms.

Within a plan of this sort, the teacher in turn becomes another student, one with more experience and broader knowledges who can help attune the student's capacity for questioning.

Pedagogy, too, must change its orientation to return to its original point of departure—the technique of questioning. But, in truth, more than a technique it must be a desire, and, still more, a spiritual style.

Joining with students in the exploration of difficult questions is the greatest privilege of teachers. The classroom, the small classroom with searching, free, relevant discussion is the true meeting place, the basic nucleus of the academic relationship. Offices, libraries, laboratories, personal cubbyholes, walks, cafeterias, stadiums, theatres, student unions, faculty clubs, even administrators are important. But for myself, the University as an educational institution, stands or falls upon its merits as a meeting place for teachers and students. At that point presumably, the accumulated experience of the past and the driving curiosity of the future come together in a symbiosis which rejuvenates the old and matures the young.

We must make the student-teacher relationship both exacting and exciting. That is our main basic internal job. None is more valuable or lasting.

Education and Politics

I have already pointed out that in the field of education we live a crisis within a crisis; the crisis of the world outside as well as our own internal, educational crisis. These crises interact and cannot be kept completely separate. As an educator I am irritated when my colleagues blame their problems on the world outside. As a citizen I am offended when governments fail in their duties and wonder why we have troubles at the Universities.

Because of the difficulties and frustrations inherent in politics, in teaching and in learning, because of the urgencies and irritations of our respective crises and because totalitarism is not dead in the souls of men anywhere, we are facing in many lands a disposition to obliterate the differences in these fields and to engage in an all-out struggle between politicians, teachers and students under a winner-takes-all psychology. Such a struggle is always hardest on the fragile and evanescent training grounds for thought and balanced reasoning. Neither the clear, calm, accurate vision and comprehension of things, as far as the finite mind can embrace them, nor the development of educated, inquisitive, discerning, free leaders of the future can be fostered in an atmosphere

of violence and partisanship of deeds, words and thoughts which are part and parcel of political activism at centers of higher learning.

The Puerto Rican Experience

For over a quarter of a century it has been my responsibility at the University of Puerto Rico to direct that institution of learning. I have endeavored to pilot it through our sea of troubles in the Caribbean avoiding both the Scylla of social insensibility and the Charybdis of political activism. The future of our University depends on the resolute determination to continue full speed forward on that even course. What the future holds under present trends no one can fully anticipate, anywhere.

Our University was started sixty six years ago as a Normal School providing the indispensable training for our future teachers. I think it was most fortunate that it started on that footing. For it set a norm of service, of dedication, of learning to learn and learning to teach which still governs our thinking. Our leading patriot of the turn of the century himself a self-educated man, Luis Muñoz Rivera had set the basic goal: "To open a new school everyday, to safeguard and respect the teachers: this is the only road to the rehabilitation of our people. We must overcome ignorance if we wish to achieve an open society. The young must be loyal to their community and the community loyal to mankind." A century later we have no better goal to offer.

We are and have been very fortunate in that, in Puerto Rico everybody, or nearly everybody believes in education for everybody. Parents, relatives, government are definitely committed to schooling and training. A positive correlation between the educational process and personal and social advancement has been established in our land. We are persuaded that a good educational program is the best social investment in an expanding society.

For the last thirty years, over one third of the budget of Puerto Rico has been devoted to the public schools and to the University. Since that annual budget is very substantial by now—$900,000,000—our sources are significant. However, our obligations far exceed them.

Out of a population of 2,700,000 there are 700,000 in grades to the first to the twelve, and 50,000 students at the Universities and centers of higher education of which 34,000 are at the University of Puerto Rico. At the same time, in Puerto Rico as everywhere else, we are dissatisfied with our educational system and keenly aware of its many failings.

I had deliberately avoided the theme of assistance to teachers education in developing nations because I feel that this is very much a two-way street. All nations must reassess significantly the approaches of their educational programs, of their schools and of their universities. But it would be suicidal for any nation and specially developing societies to destroy or to undermine, or to neglect their schools and their universities. Such prophets of a new era as preach destruction of the schools as a prerequisite to salvation, as was done recently at our own institution, are of course entitled to be heard as an exercise in academic freedom. But we are obligated not to follow them as an exercise in intelligence and in social wisdom.

Ad Astra Per Aspera

I come back now to my point of departure. I believe that the survival and the self improvement of mankind achieved in solidarity with and respect

for the basic values of man is a task common to all; each working within the framework of his abilities and to the full extent of his responsibilities.

I deplore deeply that back in 1961 Premier Khruschev did not accept President Kennedy's invitation to make the flight to the moon a joint adventure. Personally I would have preferred that on that historic night all the flags of all the countries had been raised together to underscore fully the beginning of a new approach in man's struggle for a better world. Had that been the case, our job would have become much easier. But ease is not the prerogative of those who pursue the task of understanding, of searching, of learning and of sharing which we call teaching. So be it. The harder the task, the greater the contribution.

Rural Teacher Education in Thailand

BHUNTHIN ATTAGARA

Director of Teacher Training, Ministry of Education, Bangkok

INTRODUCTION

The Rural Teacher Education Project for improving rural education (TURTEP) was launched in 1956 with UNESCO assistance. Since 1961, the project has been jointly assisted by UNESCO and UNICEF. The former assists with experts and the latter provides support in materials and equipment. On the whole, the project has been carried out by the Teacher Training Department of the Ministry of Education without any direct allocation from the government budget.

The project was started in view of the fact that there were problems of unqualified teachers and insufficient educational materials, causing a low standard of education in rural elementary schools. Since Thailand is an agrarian country where the majority of the people live in rural areas, there is a great need for training rural teachers to serve in those rural communities.

With the cooperation of UNESCO and UNICEF, the Ministry of Education has attempted to develop a suitable and productive program for the training of rural elementary school teachers. The object, content, and method of operation of the program are stated in the project description as follows:

> "The purpose of the Rural Teacher Education Project is to establish a pilot center for the training of rural school teachers who will be competent to carry out the double role of educator and community leader. The training provided will combine the techniques of fundamental education and the method of teaching children, and it should enable teachers to relate their teaching of the subjects to the concerns and needs of the school children at different ages. Furthermore, they (the teachers) should acquire the techniques of guiding adults and youth who are out of school in the improvement of their community and of their living standard-health, citizenships, making a living, housing, etc. In this way, the school under them will serve as an educational center and the community center as well."

The Rural Teacher Education Project has adopted the principles of community school and community development into its program of operation. It aims to transform rural elementary schools into commmunity schools and to raise the standard of living in the rural communities. Therefore, the student teachers are trained to be both educators and community leaders. After graduation, they should be capable of giving the school children a good education as well as capable of guiding the adult members of the community in which they serve to raise their living standards.

In 1956, the project was first started at Ubol Teachers Training College in the northeastern province of Thailand, with 12 selected co-operating elementary schools and 23 rural communities. By 1967, all teacher training institutions have adopted the principles of TURTEP with very satisfactory results. At present, all the 25 teacher training schools and colleges participate in this project, including 190 cooperating rural elementary schools, and 420 villages, involving 1,600 school teachers, 52,000 boys and girls with the total

population of about 310,000 people. In 1968, approximately 5,700 students graduated from these 25 teacher training institutions and since then have been teaching in the rural communities.

OPERATION OF THE RURAL TEACHER EDUCATION PROGRAM

Preparation of the Rural Elementary School Teachers

All teacher training schools and colleges which offer the two-year certificate level course have taken part in carrying out the TURTEP's program. The outline of the program may be summarized as follows:

1. Graduates of 10th Grade are selected for the training in the two year training course.

2. The principles of community school and community development are incorporated in the curriculum. The curriculum itself includes a study of education and academic courses, agriculture and practical arts.

3. In the first year, and for two terms of three months each during the second year, the student teachers study, in residence, all courses, except student teaching. For student teaching, they practice teaching in cooperating rural elementary schools and engage in community work in those communities.

Student Teachers in the Field Work in the Village Schools

The milestone of this program is the student teaching program. Before they are sent into the fields, the student teachers attend an orientation course organized by each teacher training institution to learn the main purpose of their work and to prepare necessary instructional and community work materials to take along with them. They are divided up into groups of about 5-10, and each group is assigned to a certain village. They stay in the village in a "student hostel" either built free for them by the villagers or rented by the institution concerned. They pay for their own meals and run this house and its yard as a "model home" to the villagers. They usually teach between half a day and three fourth of a day to gain teaching experience and devote the rest of the day to the school and community improvement.

With regard to their practice teaching, the student teachers apply all the learning which they have acquired in the teacher training institution. They introduce and propagate new teaching methods as well as relate the teaching of various subjects to rural environment. Local resources are utilized for educational benefits. School children are taught an appreciation for love of work and good living habits. The student teachers may engage and participate in such school activities as: preparing instructional materials, improving the school agricultural program, and improving learning conditions.

In connection with the community school idea, a close relationship between the school and community is to be established. The student teachers are to make the village elementary school a community center by using school children as a means for bringing the school into a closer contact with the community and vice versa.

Work in the Rural Communities

The student teachers are expected to become leaders in the community in which they will serve. They are trained in the fields of rural health, agriculture, handicrafts, literacy campaign, recreation, fundamental education and

other aspects of rural reconstruction. Therefore, besides teaching and participating in the school activities, they also engage in community development work.

Through the principle of self-help, and advised by the college supervisors and student teachers, villagers plan, organize and work out various programs concerned with the improvement of their communities. Student teachers may engage in carrying out such community activities as: improving ways of earning a livelihood; improving means of recreation; furthering rural villagers' education through literacy classes; improving the level of health, sanitation and nutrition; sharing in citizenship and civic responsibilities; and helping to set up committees for community improvement. In such a way, student teachers and rural villagers are building up appropriate democratic attitudes and leadership in rural communities.

Supervision of the Student Teachers

During their field practice, the student teachers are under the supervision of the headmasters and teachers of the village schools. The school teachers help and supervise them in class teaching. At the same time, the teacher training institution's supervisory team give them close supervision and assistance. They are, from time to time, called to attend seminars to exchange ideas about their work, i.e., teaching difficulties and school problems. The college supervisors also supervise school teachers as well as encourage and assist them in developing their school and community. In addition, each teacher training institution organizes and conducts various inservice training courses for school teachers and headmasters, e.g. improvement of science teaching, visual education, communication of ideas, and community projects. The inservice training is aimed at providing them with more confidence either in supervising student teachers in class and/or in coping with the double role of classroom teaching and community development work.

Up-grading of the Staff and Premises

There has been a big improvement of the teacher training institutions with regard to staff and premises i.e., buildings, equipment, etc. Up-grading of the staff is carried out through various inservice training courses, conferences, seminars, workshops and further studies in higher learning institutions. They must not only be experts in the fields they teach, but the instructors must also have a real understanding and good background of rural needs and problems. The premises of the teacher training schools and colleges, in general, have been improved and expanded. The overall impact of the activities in up-grading the staff members results in improving the methods and techniques of instruction and the administration of the rural teacher education program.

Development of Curriculum and Other Improvements

Even though the curriculum is well-rounded, it needs regular adjustment. The Teacher Training Department has, through a number of ways, arranged various programs for the development and improvement of the curriculum and of teaching.

Finally, it should be noted that the rural teacher training education curriculum is directly and indirectly assisted by the Project Head Start and

the Extension Project for the improvement of the rural teacher training program. Launching with UNESCO and UNICEF support in 1967 and 1969 respectively, both projects aim at improving rural pre-school and elementary education as well as teacher education. For the Project Head Start, each teacher training institution selects an appropriate village pre-school center to be a demonstration school or laboratory school while the latter project requires an elementary school to be attached to each institution as a demonstration school.

These demonstration schools are aimed to serve as both a laboratory where the student teachers may observe, learn and participate in practice teaching and a center for testing out new methods of teaching and of curriculum development and instructional materials. The achievements experienced from these have proved to be fruitful to the improvement of rural education and of teacher education.

SUMMARY

In order to provide equal educational opportunity for all whether one lives in the city or in the rural community, the standard of rural education has to be raised. Accordingly, the Rural Teacher Education Project has been established to turn out well-trained and qualified rural elementary school teachers, who will be helping raise the standard of rural education and the living conditions of the rural people.

Since the rural teacher education program has been in operation since 1956, it has produced a satisfactory result. Not only well-trained teachers are produced, but also the staff and the premises of the teacher schools and colleges are improved and up-graded. Up-grading of the staff members is achieved through various inservice training courses and further study in the higher learning institutions. The rural school teachers also benefit from inservice training courses organized and conducted by each teacher training institution concerned.

A good part of the rural teacher training education program is that the teacher training institutions keep constantly in touch with rural schools and villages in their geographical areas. Rural schools and villages receive professional guidance, advice and services from the teacher training institutions. New techniques, skills, and ideas flow into rural schools and communities helping them to improve themselves. Instructional programs, teaching devices, and physical conditions have been improved in the cooperating rural schools. These cooperating schools have shown the way to other schools how teaching and learning can be improved. Living standards in the rural communities have also been improved.

The teacher training institutions are, then, serving as the educational centers for those participating rural schools and communities. And through the working relationships with them, the teacher training schools and colleges can learn about the needs and problems of rural schools and communities. This helps not only to improve rural education, but also to raise the living conditions of the rural population.

Priorities for Teacher Education and International Co-operation

—*a Caribbean viewpoint*

Mavis Burke
The University of the West Indies

The concept of international cooperation in teacher education is itself a revolutionary one. It ushers in a sensitive response to the new challenge of the seventies in the sphere of education. The present era has been characterized by a feeling of vague unrest and frustration in world educational circles. The consensus seems to be that existing facilities could be put to much better use. At the very time at which economy in distribution of services and personnel seems indicated by world demands, there is acute consciousness of wastage in these areas. Lack of knowledge of supply and demand requirements the most takes even developed countries unawares. The capacity of the individual to adjust is limited by the dulling immobility of educational processing. Disillusionment with the results of foreign aid programs is also reflected in the World Bank's attempts to form consortia to coordinate assistance in different areas. Recent reports indicate that recommendations will be made for central machinery to avoid duplication among agencies involved in external aid.

The idea of cooperation implies the origination of a dialogue on educational matters rather than isolated approaches to the solving of problems. Each society has its own situational particularities, but cooperation indicates the possibilities within the situation for working at difficultes. This concept replaced the idea of aid as a one to one relationship usually conceived in the giver/receiver pattern. Developed countries with the same "brain-drain" problem as the less developed have had to put their efforts to way and means of obtaining technical aid in personnel to fill the gaps created by the unprecedented movement of persons employed or employable at various levels of education. The agencies which are concerned with educational matters themselves fall between the demands of various entities, and in any case their own preferences are well known. These tend toward resaerch, one way exchange programs, or supervised spending of financial aid. The other varied needs are not being met and such agencies even with the breadth of interest and scope of the United Nations organizations are not well placed to bridge the gap in teacher education.

Provision of a select international agency would provide for this situation. A concise review of existing types of cooperative activity supports this claim, more specifically if attention is turned to relations between developed and underdeveloped countries. The latter are now in the situation of being sought after in recognition of the generally accepted principle that education holds the key to developmental patterns. Whereas planning has received attention, implementation at local levels is proving frustratingly slow, especially in teacher education. Post-planning consultative services have been limited. Though some personnel have been provided, the individual technical assistant approach has not shown appreciable success except in limited spheres.

At times too much has been left to the visiting expert without the close support of colleagues in a team situation specifically geared to teacher education.

Selection of personnel itself poses problems as the advisory services need, for example, mathematicians with skills in teacher preparation, and the one cannot serve as a substitute for the other. An international agency devoted to teacher education could provide qualified personnel as well as advisory services. The chief form of aid has been in the provision of temporary or occasional training personnel for upgrading professional skill. Even in the acceptance of offers made by various agencies the competitive element exists. Instead of having a central source for the needy to approach, the multiplicity of open arms may and in fact does befuddle the seeker.

One common form of aid is the volunteer program offered at various levels of teacher education. The effectiveness of the method may be questioned. At best the agencies concerned have to duplicate their efforts to supervise their agents in the field. At worst, and far too frequently to be advisable, individuals are left on their own with far too much responsibility for initiating and implementing aspects of the scheme in which they are involved. Some persons rise to the challenges but often unfair stresses occur. From this viewpoint the cumulative effect of existing volunteer programs is extremely limited. A twinning with local volunteers could serve as a more significant method of teacher education on an inservice basis, lessening the crucial effect of contract withdrawals.

Another form of aid is occasional assistance such as the provision of personnel for summer re-training of teachers. A select group of educators experienced in subject areas does not necessarily find it easy to make a contribution to projects organized locally. Local expertise in curriculum planning and teacher preparation often result in a highly organized course of study. In certain instances each year's course is intended to contribute to a carefully designed scheme for upgrading of professional qualifications. Definite patterns are established, but having a new group of visiting foreign tutors each year does not seem to fit with the concept of continuity required. The choice of foreign personnel itself seems in some cases dependent on position in the educational hierarchy rather than on experience in teacher preparation. In this respect financial considerations apparently enter, as persons below a certain income bracket could not afford to meet the extra demands made on those selected. One wonders whether a contract basis for summer schemes might not have more significant effects.

Aid to teacher education has also been in terms of financial support, in materials and school equipment from specific sources. Such aid can no longer be regarded as isolated. The provision of television sets or language laboratories has to form a part of the larger curricular design. The entire program needs comprehensive study prior to decisions accepting aid or one might, for example, have teachers trained to use reading equipment which the government cannot provide in the schools—an educative but immediately meaningless form of activity.

Effective evaluation of programs is not possible under existing piecemeal arrangements. Teacher education proceeds in fairly water tight compartments from the basic training facilities to re-training programs of a continuous or a sporadic nature, inservice supervision, and university teacher preparation courses. Assistance is needed in every aspect of the work being

done, but there is little concept of anything which could result in a concerted attack on problems. The confusion which arises has had two important consequences—the inability of the needy to diagnose the most pressing areas of need and initiate requests for outside assistance, and the lack of clarity about the role to be performed by outside agencies. These two areas of inadequacy are inter-related, but whereas the first results in the acceptance of aid offered while gaps occur in the educational program, the second is even more problematic. Having accepted aid, the terms of the agreement remain unclear to both parties with a subconscious rejection of the role to be played by visiting agencies and an equally unrealistic response by those contracted. In situations in which no overall evaluation of progress is made at regular intervals, time and money are lost and some degree of personal frustration results from the non-achievement of the task in hand.

Improvement in orientation and briefing sessions has undoubtedly assisted in correcting attitudes to new situations. Agreement as to respective roles is still unclear and unsatisfactory. An international agency might be well placed to come into such situations in teacher education and lay down the ultimatums which at times seem essential for progress. Scientific evaluation of projects in midstream seems indicated rather than an inefficient totality of disgruntled summation at the end of a contract.

Priorities

If the above remarks are taken seriously the case for an international body as a cooperating agency in teacher education seems obvious.

Prior consideration should be given to its role in the following areas:—

1. *Selection of programs—an international consultative service.*

   An agency with the kind of expertise indicated could serve as a central point of reference for countries needing assistance in teacher education. National bodies could operate through such an agency so that competitive bargaining on an area basis could be replaced by a more meaningful cooperative approach to the real problems which exist. Comprehensive knowledge of the background to the teacher needs in various societies would make it possible for services of an educational rather than a politically oriented form of aid to evolve. This revolutionary approach would be particularly apt in a year already designed by the United Nations as International Education Year, 1970.

2. *Selection of personnel—an international directory of teacher educators.*

   The need for such a directory has demonstrated itself whenever aid has been offered or requested in the form of technical assistance. It has always been easier to obtain teachers rather than teacher trainers, and the further up the hierarchy one goes the more difficult the task. As previously indicated, problems sometimes arise from employment policies, but often emergencies arise or replacements are needed and there exists little information about available persons in the field. Time could be saved by having an up to date directory of qualified people to bring greater mobility into the situation.

3. *An international educational exchange bureau.*

   New policies need to be introduced in relation to exchange programs. Teacher exchanges on an individual basis are a costly and time consuming

if effective means of teacher education, but a group basis of exchange would have more immediate results. The element of learning by first hand experience of new techniques at work in a school situation should be far more beneficial than having a few visiting tutors tell about the possibilities of success. Too often in teacher education the fundamental principles of learning activity are expected to transfer to the learners without provision of the experiential approach being theoretically advocated. This attempt to re-train practicing teachers could revolutionize the teaching profession, providing in addition the educative benefits attached to travel and observation of another school society. However, exchange programs need detailed organization if these kinds of results are to be obtained. A central agency could call upon its resources to assist in the organization of exchange programming with its preliminary planning and follow up activities.

4. *Responsibility for initiating new projects in teacher education.*

One neglected area in teacher education in developing areas is that of the teacher educator's own re-training. In many cases there does not exist a higher authority for taking over this responsibility. It is difficult to understand how effective change in an educational system can take place without serious attention to the expertise of those responsible for the overall program. Even re-training of teachers inservice can be affected adversely by teacher trainers who are inadequate to meet the needs of a changing situation. Bringing in the occasional foreign tutor on a training college staff does not solve the difficulty, and may in fact prove a disturbing element in the normal college situation. An international cooperating agency could initiate programs for re-training and upgrading of professional skill of all persons in the category of teacher educators. A well organized program of course work relevant to the subject areas and the particular society and its education plans could be undertaken at this level. Many inservice programs flounder because of the gap between the requirements of new projects and the inadequacy of those expected to introduce innovations in technique.

Curriculum reconstruction is a significant area in which expertise of particular kinds would prove useful. Indeed new approaches could best be introduced by means of cooperative efforts at curricular change. Here there is a valuable opportunity for organizing local personnel into a dynamic team committed to educational change. Visiting teams doing transitory tutoring could often be replaced by experts in curriculum areas working in consultation with local teacher educators. It is at this level that new programs need to be launched.

The first priority for teacher education and international cooperation in the present crisis in higher education is in the development of university teaching as a profession. Lip service is given to the teaching role of the university in various parts of the world. According to one recent study of this matter—"university teaching and research require a high degree of individual judgment. Traditionally the person organizing a course is presumed to have competence in the field and he is within limits able to vary his approach in teaching. . . . . University teaching is based on a high level of technical skill. Normally the basic requirements are professional and degree experience plus research experience for an initial appointment."

However, no institution has devoted itself to the training of university teachers. The student revolution today reflects in some of its aspects the fact that university teaching has never been a profession, but a refuge for people of scholarly interests. Promotions have never depended primarily on levels of skill in teaching. Even the designation of "lecturer" in the English university system indicates a lack of flexibility in methodological approach. Claims being made by students to participate in the evaluation of university teachers indicates among other things dissatisfaction with present teaching. The need to remodel the image of university teachers provides an agency attempting to relate teacher education to priority needs with an ideal opportunity to assume responsibilities in the training of university teachers.

Traditional training courses of a lengthy nature would not at this time serve any useful purpose as the crisis is already upon us. A concerted attack on the problem could be made by the organization of area seminars to discuss methods of university teaching. Relevant literature should be prepared and reporting sessions held to evaluate changes instituted. Teacher-student relationship as well as the use of mass media and of modern teaching aids need to be re-examined in the light of good teaching. Obviously the old dictum that any scholar can teach at university level has gone by the board and attention to this level of teacher education could be the major contribution of any international agency concerned with cooperative activity in furthering improvement in the preparation of teachers for the twentieth century.

5. *Research and Publications Center—documentation.*

Research and documentation needs in teacher education would benefit greatly by the existence of a central agency.

Research

Surveys and evaluative studies in this field tend to be the outcome of other interests, rather than specifically directed at teacher education. There is little connection made between teachers and their work as objects of study, consequently retraining programs seem to have little bearing on actual experience. Studies of methodology have also been neglected. In fact the teaching profession seems to be dogged by the inability to relate theory to practice. Research applicable to various situations could stem from a pool of resource staff and materials sponsored by an agency such as I.C.E.T. Valuable research projects could be launched on an international basis which might result in comparisons beneficial to the understanding of other societies. As an approach to the creation of better international relations such projects contain vast potentialities.

Publication

Articles on educational topics appear in a multiplicity of journals and magazines, but information on teacher education is scattered and not always easy to sift out of the mass of words being printed on education at various levels. Innovative measures attempted and proved successful in different countries do not come to the attention of other

teacher educators and unnecessary duplication of efforts sometimes results. If, for example questionnaires and survey technique have been utilized in a particular aspect of teacher education, it would at least encourage the researcher interested in the same theme to read the results of previous work. An international channel for publication would provide the teaching profession with a common centre of interest. It would create a cooperative pool of informed opinion on relevant topics.

Documentation

However adequate the facilities for publication, there would still be the need for a collection of material on teacher education from world sources. Many of these articles would have been published by member nations, but I.C.E.T. could provide access to these or create a service to supply copies of articles requested from a central documentation center. The detailed attention to teacher education would in turn result in a new self awareness in the teaching profession—a commodity greatly needed if education is to provide the intellectual resources necessary to social change in the new world that already faces us.

The Indian Association of Teacher Educators

DR. S. N. MUKERJI

Principal, Vidya Bhawan Teachers College

Udaipur, India

Exactly eighteen years ago, this Association sprang up in the soil of Gujarat at Baroda. During the short period, while I had the proud privilege of being the Local Secretary of the First Conference, this organization developed from the Association of Principals of Training Colleges to the "Indian Association of Teacher Educators" with branches of state-level in Kerala, Orissa, Rajasthan, Uttar Pradesh, and with local chapters at Ahmedabad, Bangalore, Delhi, Dharwar, Mangalore and Mysore. The Association has developed its Library and Reading Room. It has also set up a Publication Branch which has as many as sixteen publications to its credit. The most important of these publications is "The Education of Teachers in India." In this co-operative venture as many as forty distinguished teacher educators joined together and spared their valuable time for a national cause. The Association is also publishing an education quarterly, "Teacher Education," which is proving quite popular. It is also hoping to secure a piece of land in Delhi for the construction of its headquarters very shortly. Above all, the Association has already begun to exercise some influence in the educational world both in India and abroad.

It is gratifying to note that teacher education has been receiving some attention in this country during the last ten years. The Education Commission stressed the quantitative and qualitative aspects of the problem. The first aspect does not hold good today. It may be pointed out that the teacher training capacity in India is now expanding more rapidly than we actually need. In fact, the Doctrine of Malthus is in full operation. Mediocre and subnormal institutions are springing up everywhere in large numbers. They threaten the existence of good institutions. If this expansion goes on at this rate the country will soon face a serious crisis. Except in Assam and West Bengal, the numerical output of teacher training institutions must be thoroughly checked.

It is a great stigma that teacher training institutions are blamed for a general deterioration in the quality of instruction. Indeed, there has been a decline in standards during recent years. But the teachers colleges and schools alone cannot be held responsible for this unhappy situation. Social changes and administrative weaknesses have also contributed a good deal to this sad state of affairs. The Education Commission has remarked that the destiny of a nation is shaped in her classrooms. The quality of instruction does depend, to a great extent, on the recipients, as well as on those who impart it. But there is a distinct deterioration in the quality of the pupils, as well as of teachers, not only in India but elsewhere too. What is this due to? Three factors are largely responsible for this qualitative deterioration—everyone's right to study, the scarcity of good teachers, and the wastage in training.

The twentieth century has established the principle of human rights. Education cannot be confined to the elite alone, but has to be extended to every individual—whatever his background may be. Thus education is now

not a privilege but a right. Consequently, the entire mass of children of school-going age is drawn to schools.

Today seventy million individuals, of all ages, present themselves for organized education, not only in elementary and secondary schools, but in nursery schools, colleges, universities, technical institutions, and other instituitons for adults in this country. The problem is not one of large size but is complicated by several other factors. When all the children present themselves to the school to be educated, the resulting population covers the entire range of human variability. Differences among individuals are not confined to their native capacity to learn. They extend through all aspects of development, from physical vigour to value orientation. This population includes those called adjusted as well as those who are maladjusted by social standards; those who have suffered deprivation as well as those who have been blessed with an abundance of spiritual and material well-being; those who think, feel, speak and act in the patterns of one culture and those whose thinking, feeling, speaking and acting are patterned on another culture.

Such is the kaleidoscopic nature of the school population and the dilution of standard is its inevitable result. The products of such a system show a lax attitude towards learning. Naturally, the earlier standards of instruction cannot be maintained. This situation has an adverse effect on teacher training institutions also. They do not get good human material for training. Indeed, no system of teacher education can flourish with an increasing student poputation, poorly grounded in secondary schools and indifferently taught in the colleges of liberal arts.

Good teachers also appear to be increasingly scarce, since there is a large demand for educational service and for skilled personnel in every field. In a world full of employment and a large overall shortage of highly educated manpower, the shortage of teachers grows more disturbing. Competition from industry, private enterprise, research organizations and government departments (other than teaching) is reflected in severe shortage of teachers. In almost all the countries a large percentage of bright B.A.'s and B.Sc.'s, M.A.'s and M.Sc.'s and Ph.D.'s seek employment not in teaching but in other occupations.

It may be further noted that the teachers of today were born at a time when the birth rate was lower than what it is at present. Naturally there is a pressing demand on the existing manpower and good teachers are not available. The increase in the number of students results in an inevitable reduction in the average age of teachers who, therefore, have less experience than their predecessors. The average age of a teacher in this country today is twenty-three years as against thirty-one two decades ago. The proportion of junior to senior members has also been rising. This can be illustrated from the example of many advance countries. For example, in Great Britain whereas from 1956-57 to 1961-62 the increase in full-time academic staff was 25 per cent, that for professors was only 17 per cent. From 1934-35 to 1961-62 the ratio of professors to non-professorial staff (excluding Oxford and Cambridge) had changed from 1:3.94 to 1:7.40.

Another complicating factor in teacher supply is the wastage in the training of teachers. Approximately, one-third of the trained teachers in this country desert the teaching profession within five years of completing their training course. But the situation is still worse in other countries. A recent UNESCO

study reveals that in the United Kingdom, "out of every 1,000 women who enter teaching only 133 are still doing school work six years later—out of 1,000 men who start teaching, only 677 are still doing so after six years." This in turn is part of a larger story. Specifically the man-power shortage in recent years, as well as shifts in social policy, has caused some educational systems to turn more heavily to woman-power. Women comprise three-fifths of Austria's teaching staff, three-quarters of that in the United Kingdom, one-third in India, and they play a comparable role in U.S. schools. The advantage in such arrangements is offset by the fact that education loses heavily on account of marriages and child births.

Competent persons can be attracted to the teaching profession and retained there provided the teacher-salary structures work in favour of recruitment and there are real opportunities for individuals to climb up the teaching ladder on the basis of effort and merit. But now a large qualification must be thrown around this apparent bit of optimism. It is observed that in most countries it is relatively rare for a teacher to break out of the lock-step of his peers and jump ahead up the teaching ladder. "Promotion" is more likely to come by leaving teaching and entering administration, usually at the same level in the educational structure. Meanwhile those of similar "qualifications" who stay behind in the classroom—outstanding and mediocre alike—continue to ride up the same salary-escalator at the same speed, by virtue of nothing more than having got on it at the same time. Thus, excellence in classroom teaching is not rewarded by this monolithic in salary structure, nor is mediocrity discouraged. Its hidden premise is that all teachers are equally good teachers, and will remain so, except for those few who escape to higher paying administrative posts. It would be hard to conceive of a salary structure better calculated to discourage the most able and ambitious young men from considering a teaching career, or better calculated to entice the best teacher out of teaching into administration.

In these circumstances, one should not hold the teacher training institutions entirely responsible for a fall in the standard of instruction. For the improvement of quality as well as numbers, there must be an increase of input into teacher education centres of first-rate trainers and of good human material. And that, precisely, is a blistering rub not only in India but in many countries. There is a dearth of able teachers in teachers colleges and schools.

The situation could have been partially improved, if the administrative machinery had been geared properly to the needs of the day. If education in this country is controlled by politicians, teacher education is directed by non-pedagogic eductors. They are neither in living contact with teacher training institutions, nor have they handled a chalk stick in the classroom. Yet they dictate the policy of teacher education without realizing the consequences. They are indifferent to professional advice and counselling, and are guided by their likes and dislikes, whims and prejudices. They are never consistent, never steady, seldom right. Their policy changes like the color of the chameleon. It should, however, be admitted that India has been well-served by expert advice. But despite the recommendations of various committees, commissions, working groups and professional organizations, very little has been done to improve teacher education. The Central and State governments as well as the Universities did accept a number of their suggestions, but they are yet to be implemented. The authorities have remained not only lethargic and indifferent,

but at times showed a negative attitude. One concrete example will be sufficient. One of the important states of this country is facing today the problem of over-production of trained graduates, turned out by a large number of Departments of Education of liberal arts colleges. The state government appointed a teacher education committee, consisting of the vice chancellors of the state universities as members and a senior government official as its chairman. The report is now a confidential document lying in the cold storage of the state secretariat. The reasons are not known, but they are apparent. The Government is perhaps not eager to challenge the autonomy of the universities, and the universities are hesitant to disturb the colleges and both are afraid to touch the vested interests and court disaster. One will have to ancle the Augean stable, if teacher education in that state is to be improved. Who is to bell the cat.

Approximately two-fifths of the teacher education institutions are directly run by the state. Had they been of proper standard, our major problem would have been partially solved. But the government is either not able or is not desirous of setting its own house in order. To make the situation worse, it does not enforce its regulatory functions properly and gives recognition and grants even to such institutions as have no right to exist.

The universities also not only tolerate the existence of subnormal colleges but even permit many such institutions to spring up. In this connection, one may ask a question: How many of our universities strictly enforce their rules of affiliation and recognition of colleges? The politician has been blamed for many things, for corruption, indifference to national interests, for starting wars and for sacrificing the lives of young men by millions. He can so far be tolerated. But let him not dabble with education and educational standards. Let him realize that on the education of its people, the fate of a nation depends. Let not the universities be the hotbeds of politics. But in the words of Newman, they are expected to supply "true principles to popular enthusiasm and fixed aims to popular aspiration and to give enlargement and sobriety to the idea of the age."

And what have the teacher educators of this country done to improve the situation? Like Casabianca, we are standing on the burning deck and waiting for instructions from our god fathers. Perhaps we may continue to wait, till the entire edifice of teacher education is reduced to ashes. Many of you may feel a sense of frustration. The forces of modern society are said to be almost overwhelming in their complexity and those which affect schools and teachers to be, for the most part, beyond the control of teacher educators.

But perhaps we only get what we deserve. As Swami Vivekananda has remarked, "It is a lie when we say, the world is bad and we are good. It can never be so. It is a terrible lie, we tell ourselves." We should, therefore, be determined not to curse any external factor, not to lay the blame upon any one outside. We have to rise, stand up, and lay the blame on ourselves. We have to fight against adverse forces and make our presence felt. We will sink, unless we are bold and self-reliant. We have to stand on our own legs and not use prosthetic appliances.

We need a three-fold program, if we want to achieve success. We have to be creative, we have to raise the status of our profession, and this Association will have to vitalize its existing program.

Experience shows that the majority of teachers colleges and schools work under adverse circumstances with an inadequate staff, ill-equipped human material to be trained, unsuitable buildings, poor equipment and inadequate funds. Circumstanced as they are today, teacher educators do not and should not expect much from an indifferent management, an incompetent university and a vacillating government. But these are external factors, and should not deter us in discharging our duties properly. As the teachers of teachers, we are expected to be creative. We have to make the best possible use of the human and material resources at our disposal. Like an artist, we have to create unity out of diversity. Even good school buildings, sufficient educational equipment and a perfect curriculum will be dead things, if we are not able to create and give them life.

Teacher education has not yet been given a due professional status in this country. Each of us will have to strive hard to raise its prestige and bring it in line with other professions like law, medicine or engineering. The first step must surely be to lift the status of teacher education above the controversial level. There are many who still believe that teachers are born and are not made. We have to convince thm that every teacher is not a born teacher, and, even born teachers are made better, if trained. The second step is to systematize our ideas, to work out solutions, experiment with them and provide sound information and accurate data on which responsible decisions and plans can be based.

Above all, every teacher educator should have a clear image of his role as a professional. There are many factors responsible for confusion about this role. Whether in government or private institutions, schools, or colleges a teacher educator performs his responsibilities in a variety of settings, under a variety of arrangements and conditions. He has always been a servant, whether in public or private employment. He has never been a practitioner and seldom a thinker. As a professional, he has not spoken authoritatively on teacher education. It is a misconception of democracy and of professional responsibility to base professional decisions upon popular opinion. There is evidence that the public respects the expertise of professionals and desires to see such expertise used in dealing with professional problems in many countries. Unfortunately, we have not yet been able to achieve this in our country. And who is responsible for it?

A partial reason for the slow development of teaching as a mature profession is the confusion about the roles of the professional organizations and the government. Professional morality demands that the teaching profession should assume a major responsibility for the quality of education. Social morality demands that government should assume major responsibility for quantity.

Thus the qualitative improvement of teacher education is the responsibility of this and every other Association dedicated to the improvement of teacher training. Towards that goal, it should strive hard. It should guarantee competent performance and ethical behaviour on the part of the practitioners. Like the National Council for Accreditation of Teacher Education in the U.S.A., it has to undertake two major responsibilities: "Regulation through differentiating between institutions that meet minimum standards and those that do not, and stimulation of institutional self-improvement."

"Vitalization of Elementary Teacher Education" was the theme of a Conference in 1968. We are going beyond that goal, and preparing ourselves for vitalizing the entire field of teacher education.

Until recently, the Association has confined its attention mainly to the discussion and formulation of plans. But mere deliberation is not enough. The Association will have to put its plans into action. Towards that goal, it will have to work incessantly in the future. The Association has completed more than eighteen years of life and has thus become a major. It no longer needs any help from a god-father or mother but has to become self-reliant.

News and Notes

The end of the First Development Decade of the United Nations marked the beginning of a new challenge for the International Council on Education for Teaching. To promote worldwide improvement of teacher training the Council sought to introduce a new word into the educator's vocabulary. That word is "international." Teacher education is the concern of us all and must become global if it is to improve and expand along the same lines as science and technology. Teacher educators are becoming increasingly aware of the common successes and failures that exist in their field throughout the world. ICET's aim is to consolidate the successes and eliminate the failures by introducing new techniques and reinforcing old ones that have been traditionally successful. As all teacher educators should constantly undergo self-analysis, those more experienced in research and development should be able to tell their young neighbors how to proceed. This, then, is where ICET becomes the catalyst of the teacher education community.

International Education Year—1970 will receive the wholehearted support of ICET including the participation in regional conferences, faculty development projects and research on an international level. Prospective activities are outlined below.

Regional Meetings

The American Association of Colleges for Teacher Education will conduct three study tours during the summer of 1970 to Europe, Latin America and Asia. ICET plans regional meetings to coincide with the stay of each group so that ICET members will be afforded the opportunity of meeting together at home and abroad. Members who wish to participate in these activities should contact ICET Executive, Director Frank H. Klassen.

Australia Assembly

In Sydney, Australia from August 7 to August 8, 1970 ICET will meet in conjunction with WCOTP, the International Reading Association, and the School Library Association to discuss "The Qualities of a Teacher." ICET will hold a regional conference for members from Australia and New Zealand as well as others from throughout the globe who will be in Sydney for the other meetings.

Organization of American States Conference

In October of 1970 ICET will serve as co-host with the Organization of American States for an all-America conference in Washington at the Pan American Union. Invitations will go south and north of the U.S. border for educators to meet and discuss industrialization, urbanization and population.

Abidjan World Assembly

The 1969 World Assembly met at the Hotel Ivoire in Abidjan, Ivory Coast from July 19 to August 1. Highlights of the meeting were:

— "Priorities for Teacher Education and International Cooperation" was the theme of the conference which hosted more than 100 participants from 21 countries.

— Participants divided into discussion groups which concluded that the first order of business in the developing nations was the improvement of the status of the teacher and the education of additional native teacher trainers.

— The World Assembly unanimously voted to include the first Executive Committee member from Latin America. Dra. María Marta Pajuelo, a well known Peruvian educator and Director of Teacher Training, Ministry of Education, in Perú, is the new member.

— Keynote address by the firey, eloquent President of the University of Puerto Rico, Jaime Benítez.

— Decision to amend the Constitution as follows:

ARTICLE III — MEMBERSHIP

There shall be three classes of members:

A. National organizations in all countries whose members are engaged in education for teaching
B. Institutions engaged in education for teaching
C. Individuals concerned with education for teaching

ARTICLE IV — MEMBERSHIP FEES

Annual membership fees shall be:

A. National Organizations — $25
B. Institutions — $10
C. Individuals — $2

ARTICLE V — FISCAL YEAR

The fiscal year of ICET shall begin on January 1 and dues shall be for the year January 1 through December 31.

ARTICLE VIII — EXECUTIVE COMMITTEE

There shall be an Executive Committee consisting of the elected officers of ICET and from four to six additional members elected by the Representative Assembly—one vice-president each year and half of the members of the Executive Committee in turn shall retire each year and be eligible for reelection.

Constitution of the International Council on Education for Teaching

as Amended by the Representative Assembly, July 31, 1969, Abidjan, Ivory Coast

ARTICLE I – NAME

The organization shall be called "The International Council on Education for Teaching," hereinafter referred to as ICET. The ICET is an international association of organizations, institutions, and individuals concerned with the preparation of teachers.

ARTICLE II – AIMS

The objectives of the organization shall be:

1. To define and explore ideas and principles underlying the education of those preparing to teach.
2. To examine the problems of the continued education of teachers in service.
3. To promote opportunities for consultation and collaboration between organizations and persons engaged in such teacher education in different countries and to help in the formation of national organizations of teacher educators or institutions of teacher education.

ARTICLE III – MEMBERSHIP

There shall be three classes of members:

1. National organizations in all countries whose members are engaged in education for teaching.
2. Institutions engaged in education for teaching.
3. Individuals concerned with education for teaching.

ARTICLE IV – MEMBERSHIP FEES

Annual membership fees shall be:

1. National Organizations – $25.00
2. Institutions – $10.00
3. Individuals – $2.00

ARTICLE V – FISCAL YEAR

The fiscal year of ICET shall begin on January 1 and dues shall be for the year January 1 through December 31.

ARTICLE VI – REPRESENTATIVE ASSEMBLY

There shall be a Representative Assembly consisting of representatives of organizations and institutions and of individual members. Only representatives and individual members in good standing shall be eligible to vote in the meeting of the Representative Assembly.

ARTICLE VII – OFFICERS

The officers of ICET shall be a president, a first vice-president, and a second vice-president, who shall be elected by Representative Assembly for terms of two years. No two elected officers shall come from the same continent.

The Executive Committee shall appoint an executive director and such additional regional or other staff members as may be deemed necessary, and for terms determined by the Executive Committee.

1. The duties of the president shall be to preside at the meetings of the Representative Assembly and the Executive Commtitee and to represent ICET in such ways as shall be authorized by the Representative Assembly or the Executive Committee. He shall hold office for two years.
2. In the absence of the president, the first vice-president, or in his absence, the second vice-president, shall perform the duties of the president.
3. The executive director shall serve as the chief administrative officer of the secretariat and shall perform the functions of the secretary-treasurer. In addition, the executive director will be responsible for the implementation of programs authorized by th Executive Committee, provide communication facilities among Executive Committee members and to the membership at large. In cooperation with other members of the Executive Committee, the executive director will promote an expansion of membership, facilitate the funding of special projects, and represent ICET in all matters related to ICET business, subject to the authority granted to the executive director by the Executive Committee.
4. Regional or other staff members appointed by the Executive Committee shall be responsible to the executive director of ICET.
5. Officers shall be eligible for reelection.

ARTICLE VIII – Executive Committee

There shall be an Executive Committee consisting of the elected officers of ICET and from four to six additional members elected by the Representative Assembly—one vice-president each year and half of the members of the Executive Committee in turn shall retire each year and be eligible for reelection.

It shall be the duty of the Executive Committee to conduct the business of the Council between meetings of the Representative Assembly. The Executive Committee may conduct its business by majority vote by mail where that is necessary.

ARTICLE IX – Meetings

The Representative Assembly shall meet ordinarily once a year.

ARTICLE X – WCOTP

The ICET shall work in close collaboration with WCOTP.

ARTICLE XI – Amendments

This Constitution may be amended by majority vote of the members in good standing present at any meeting of the Representative Assembly specifically convened for that purpose.